

Introducing New Jersey's Kindergarten Implementation Guidelines

**NEW JERSEY DEPARTMENT OF EDUCATION
DIVISION OF EARLY CHILDHOOD EDUCATION**

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- <http://www.edutopia.org/kindergarten-project-based-learning-video>

Why kindergarten guidelines?

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Voices from the field are asking:

**What should kindergarten look like
in the twenty-first century?**

**Which teaching practices are linked with the best learning
outcomes for kindergarten-aged children?**

In 2008, New Jersey kindergarten classroom teaching and learning practices were studied by William Paterson University.

12 percent (135 of 1087) former Abbott district kindergarten classrooms were studied using instruments called APEEC and ELLCO.

The study found that:

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- Instruction was primarily whole group;
- Worksheet use was dominant;
- Hands on materials were not used in over half of the classrooms;
- In most classrooms, teachers did not have informal conversations with children;
- In most rooms, children did not converse with their peers;

The study also found:

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- Scant evidence of scaffolded instruction and/or differentiation;
- Insufficient use of authentic children's literature;
- Limited opportunities for child choice during the school day;
- Not enough emphasis on issues of diversity;
- Most programs did not offer daily gross motor opportunities to children.



Who the *Guidelines* are for:

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- **Administrators at all levels**
- **Teachers**
- **Classroom coaches**
- **Teacher assistants**
- **Pupil personnel services staff**
- **Teacher educators**

What the *Guidelines* include:

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Guiding High-Quality Practice in Kindergarten

School Structures that Support High-Quality Kindergarten

High-Quality Kindergarten in Action



What the *Guidelines* accomplish:

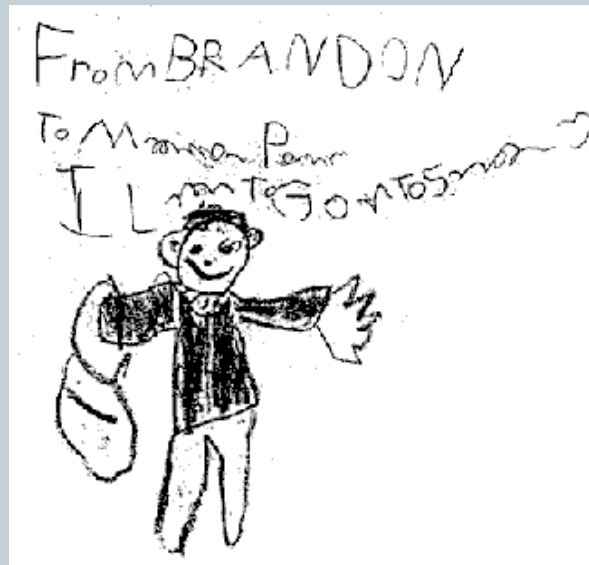
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- Define developmentally appropriate kindergarten practices.
- Bring current research and best practices together in one usable document.
- Address tricky areas such as assessment, handling of the 90 minute literacy block, and retention.

The *Guidelines*: Section One

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Guiding High-Quality Practice in Kindergarten









- Develop children's self-regulation, problem solving and cooperative learning skills



Learning centers should be central to the process

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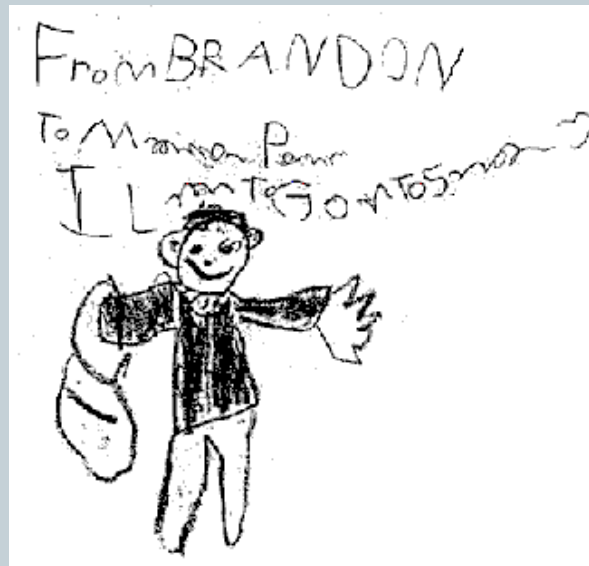




The *Guidelines*: Section Two

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School Structures that Support High-Quality Kindergarten



Section Two: Highlights

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- **Class Composition and Staffing**
- **Staff Qualifications**
- **Facilities**
- **Health, Safety, and Nutrition**
- **School, Family and Community Connections**
- **Readiness**
- **Transition**

Readiness

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- All age eligible children should be able to attend kindergarten
- Children require support so that suspension, expulsion and retention are not necessary
- Alternatives to retention include:
 - Appropriate assessments
 - Individualized support for learning
 - More parent engagement
 - Targeted professional development for teachers

Transition

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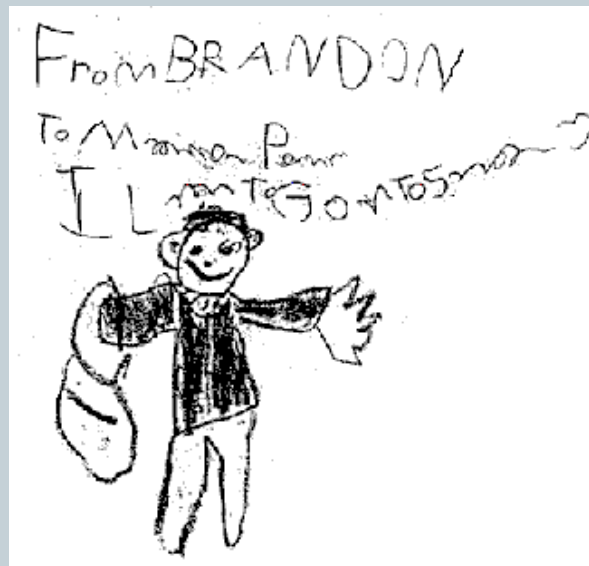
Components of a district P-3 Transition Plan:

- Establish a P-3 transition team
- Identify a transition team facilitator
- Establish goals to ensure seamless supports for all children, preschool through grade three
- Create transition activities based on goals
- Include teachers in transition planning

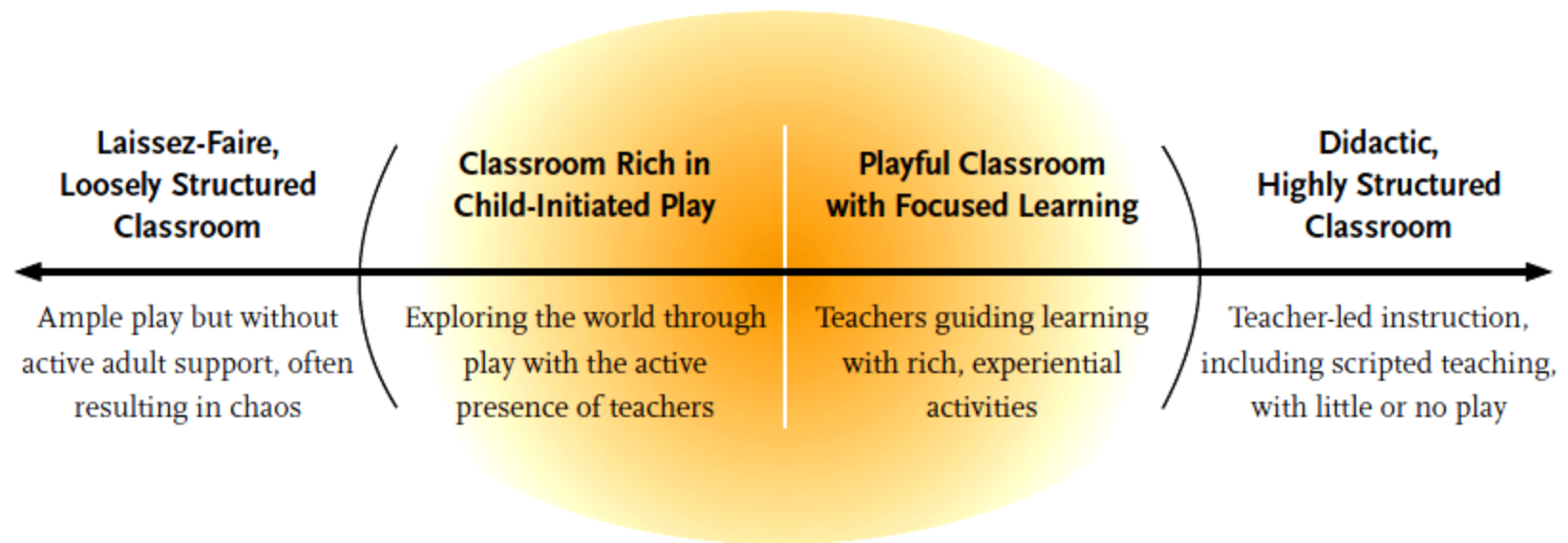
The *Guidelines*: Section Three

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High-Quality Kindergarten in Action



THE KINDERGARTEN CONTINUUM



Section Three Highlights

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- Covers what each area of the room should look like: Block, Literacy, Math, Dramatic Play, Science/Discovery, Sand and Water, Art, Privacy, Meeting Area;
- Discusses developmentally appropriate implementation of the core curriculum content areas; and
- Provides sample schedules for half- and full-day programs

High-quality in kindergarten means more:

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- Choice



- Literacy in varying contexts



- Mathematics explorations



- Writing for a purpose



- Outdoor play and indoor movement



- Creative arts



- **Social studies**



- Opportunities for science investigations



- Blocks



Full Day Kindergarten Schedule

8:30-8:45	15 minutes	Arrival
8:45-9:00	15 minutes	Morning Meeting
9:00-9:20	20 minutes	Shared Reading
9:20-10:20	60 minutes	Choice Time with Ongoing Investigations/Project Work and Guided Reading
10:20-10:35	15 minutes	Cleanup and Sharing
10:35-10:50	15 minutes	Snack
10:50-11:20	30 minutes	Outdoor Recess
11:20-12:00	40 minutes	Math Explorations
12:00-12:30	30 minutes	Lunch
12:30-1:00	30 minutes	Rest and Independent Reading or Read-Aloud
1:00-1:30	30 minutes	Writing Workshop
1:30-2:10	40 minutes	Choice Time with Ongoing Investigations/Project Work (timed by actual length of overall school day)
2:10-2:50	40 minutes	Specials
2:50-3:10	20 minutes	Sharing, Review, and Closing

3 Hour Half Day Kindergarten Schedule

8:30-8:50	20 minutes	Arrival and Morning Meeting
8:50-9:10	20 minutes	Shared Reading
9:10-10:10	60 minutes	Choice Time and Ongoing Investigations or Project Work
10:10-10:45	35 minutes	Outdoor Recess and Snack
10:45-11:10	20 minutes	Math Explorations alternated with Writing Workshop
11:10-11:30	20 minutes	Sharing, Review, and Closing

2 1/2 Hour Half Day Kindergarten Schedule

8:30-8:45	15 minutes	Arrival and Morning Meeting
8:45-9:05	20 minutes	Shared Reading
9:05-9:45	40 minutes	Choice Time and Ongoing Investigations or Project Work
9:45-10:15	30 minutes	Outdoor Recess and Snack
10:15-10:40	20 minutes	Math Explorations alternated with Writing Workshop
10:40-11:00	20 minutes	Sharing, Review, and Closing

Where to begin with the *Guidelines*

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- Read the *Guidelines*
- Use PLCs as a vehicle to foster common ground
- Develop a plan for kindergarten improvement
- Support professional development
- Focus on results within a comprehensive P-3 plan

The path to high-quality kindergarten

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New Jersey's *Kindergarten Implementation Guidelines* can be accessed in the Early Childhood Education section of the Department of Education's website.

<http://www.state.nj.us/education/ece/guide/KindergartenGuidelines.pdf>